

Sixth Grade Listening and Viewing Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	6.L.1.1 Students are able to describe specific strategies for listening and viewing in various situations. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> ask questions to seek clarification of ideas; summarize, respond to, and evaluate group activities; focus on the speaker; distinguish between intentional and unintentional non-verbal communication; describe and clarify the personal feelings evoked by the non-verbal communication of others.

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	6.L.2.1 Students are able to use specific strategies to retrieve information. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> classify visual/auditory information according to subject or topic; combine new information with prior knowledge for recall.
(Knowledge)	6.L.2.2 Students are able to describe the effect of images, text, and sound in a variety of information sources. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> recognize the reliability and authority of information; distinguish between fact and fiction; identify false and misleading information; investigate how layout, color, sequence, and/or sound effects influence communication.

**Sixth Grade Listening and Viewing
Performance Descriptors**

Advanced	Sixth grade students performing at the advanced level: <ul style="list-style-type: none">• apply a variety of strategies for active listening and viewing in various situations;• evaluate the effect of images, text, and sound in a variety of information sources.
Proficient	Sixth grade students performing at the proficient level: <ul style="list-style-type: none">• use specific listening and viewing strategies to retrieve information in various situations;• describe the effect of images, text, and sound in a variety of information sources.
Basic	Sixth grade students performing at the basic level: <ul style="list-style-type: none">• identify strategies for listening and viewing in various situations;• recognize visual/auditory information according to subject or topic.

**Sixth Grade Listening and Viewing
ELL Performance Descriptors**

Proficient	Sixth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • choose and use multiple forms of media to convey what has been learned; • use content area, computer, and magazines to assist with language learning; • paraphrase a statement when realizing the listener does not understand.
Intermediate	Sixth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • evaluate media techniques and messages; • observe language use and behaviors in different settings; • combine new information with prior knowledge for recall.
Basic	Sixth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • choose and use multiple forms of media to convey what has been learned; • complete an art project by imitating behavior with native English speakers; • rephrase, explain, revise, and expand oral or written information to check comprehension.
Emergent	Sixth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • listen attentively to a variety of speakers, including peers; • follow verbal directions to participate in various school activities; • recognize an increasing number of English phonemes through song and other spoken forms of English; • watch and imitate peers in order to stay on task.
Pre-emergent	Sixth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand enough language to perform in English.

**Seventh Grade Listening and Viewing
Content Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>7.L.1.1 Students are able to demonstrate specific strategies for listening and viewing in various situations. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • ask specific questions to seek elaboration and clarification of ideas and opinions; • use appropriate listening and interpersonal skills to set goals and assign responsibilities for group work; • describe the effect of non-verbal cues when communicating with others; • observe use of eye contact, posture, and gestures.

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>7.L.2.1 Students are able to use specific strategies to clarify interpretation or understanding. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use specific organizational patterns to organize information (for example: Venn diagrams, double column note-taking, outlining, KWL charts); • use questions to clarify instructions and directions.
(Comprehension)	<p>7.L.2.2 Students are able to distinguish the accuracy, validity, and influence of presentation, images, text, and sound in a variety of media. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • identify persuasive and propaganda techniques; • recognize how the presentation of information can be misleading.

**Seventh Grade Listening and Viewing
Performance Descriptors**

Advanced	Seventh grade students performing at the advanced level: <ul style="list-style-type: none"> • apply a variety of strategies for active listening and viewing in various situations; • evaluate the accuracy, validity and influence of presentation, images, text, and sound in a variety of information sources; • use various strategies to clarify listener interpretation or understanding.
Proficient	Seventh grade students performing at the proficient level: <ul style="list-style-type: none"> • demonstrate specific strategies for listening and viewing in various situations; • use specific strategies to clarify listener interpretation or understanding; • distinguish the accuracy, validity, and influence of presentation, images, text, and sound in a variety of information sources.
Basic	Seventh grade students performing at the basic level: <ul style="list-style-type: none"> • recognize that specific modeled strategies aid in listening and viewing; • recognize strategies used to interpret or understand information; • identify the influence of presentation, images, text, and sound in information sources.

**Seventh Grade Listening and Viewing
ELL Performance Descriptors**

Proficient	Seventh grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • demonstrate specific strategies for listening and viewing in various situations; • observe use of eye contact, posture, and gestures; • use appropriate listening and interpersonal skills in setting goals and assigning responsibilities for group work.
Intermediate	Seventh grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • use questions to clarify instructions and directions; • develop skills to organize information; • ask specific questions to clarify information.
Basic	Seventh grade ELL students performing at the basic level: <ul style="list-style-type: none"> • develop strategies for listening and viewing in various situations; • develop appropriate listening and interpersonal skills in setting goals and assigning responsibility for group work.
Emergent	Seventh grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • listen attentively to a variety of speakers, including peers; • follow verbal directions to participate in various school activities; • recognize an increasing number of English phonemes through song and other spoken forms of English; • observe language use and behaviors in different settings; • watch and imitate peers in order to stay on task.
Pre-emergent	Seventh grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand enough language to perform in English.

Eighth Grade Listening and Viewing Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	8.L.1.1 Students are able to model specific strategies for listening and viewing in various settings. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> ask probing questions to seek elaboration and clarification of the speaker's ideas and opinions; use listening skills in group settings to share responsibility for a team project (for example: set goals, choose solutions, monitor progress, meet goals).

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various auditory/visual sources.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	8.L.2.1 Students are able to use various strategies to analyze and evaluate information. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> develop criteria to evaluate information; compare information from various sources to verify accuracy; check reliability and validity of media sources.
(Analysis)	8.L.2.2 Students are able to analyze and describe the way meaning is represented in various media. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> compare how different information sources present the same situation or event (for example: newspaper, journals, television); describe how graphic artists, illustrators, or news photographers make meaning; explore how electronic media uses stated and implied meanings to influence audience interpretation.

**Eighth Grade Listening and Viewing
Performance Descriptors**

Advanced	Eighth grade students performing at the advanced level: <ul style="list-style-type: none">• model a variety of strategies for active listening and viewing in various situations;• evaluate a variety of information for relevancy and importance;• evaluate the way meaning is represented in various media.
Proficient	Eighth grade students performing at the proficient level: <ul style="list-style-type: none">• model specific strategies for listening and viewing in various situations;• use strategies to analyze and evaluate information;• analyze and describe the way meaning is represented in various media.
Basic	Eighth grade students performing at the basic level: <ul style="list-style-type: none">• recognize specific strategies for listening and viewing in various situations;• determine the relevance of information;• use specific modeled strategies to derive meaning from various media.

**Eighth Grade Listening and Viewing
ELL Performance Descriptors**

Proficient	Eighth grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • use listening skills in group settings to share responsibility for a team project; • ask probing questions to seek clarification of the speaker's ideas and opinions; • make posters, dramatize, or videotape representations of a fairy tale or short story.
Intermediate	Eighth grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • use a Venn diagram to compare and contrast characters of a fairy tale or short story; • listen attentively and critically to a variety of speakers for a variety of purposes.
Basic	Eighth grade ELL students performing at the basic level: <ul style="list-style-type: none"> • use an English/native language dictionary to assist with listening; • interpret meanings through sounds; • understand verbal directions by comparing them with verbal cues.
Emergent	Eighth grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • listen attentively to a variety of speakers, including peers; • follow verbal directions to participate in various school activities; • recognize an increasing number of English phonemes through song and other spoken forms of English; • use computer programs to facilitate language learning; • observe language use and behaviors in different settings; • watch and imitate peers in order to stay on task.
Pre-emergent	Eighth grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand enough language to perform in English.